

## Study Abroad Gap Year Programme

### Presentation

Semester programme for independent minded students looking for new experiences and learning while exploring a new country and new cultures. Language classes are combined with a range of elective subjects for a unique immersive experience that prepares students for the next step.

### For

Students who have completed secondary education in their home country. (EQF 4).

<b>Language :</b>	English
<b>Faculty:</b>	UAB, FUAB (Study Abroad)
<b>Location:</b>	UAB Casa Convalescència, Barcelona
<b>Dates</b>	6/9/2021 to 17/12/2021
<b>Places:</b>	30
<b>Fees:</b>	3.900 €

**Programme**                    4 elective subjects and 1 language course \* 30 ECTS

- Academic Skills
- Developing Intercultural Intelligence
- Barcelona: The Making of a Global City
- Barcelona: Art and Architecture
- Contemporary Spain: Politics and Society
- Spain through Cinema
  
- Introduction to Catalan\*
- Spanish Language all levels \*

### Certification

On successful completion of programme students receive a UAB certificate that can be validated for credits in the future.

### Admission Requirements

To be admitted to the *GapYear* programme students must meet the following requirements:

- Be 18 years of age or older on the 31/12/2021.
- Have successfully completed secondary education (baccalaureate or equivalent) (EQF 4)
- Have a B2 level certificate (or equivalent) in English or be a native speaker

**Study Abroad *Gap Year* Programme**  
**BARCELONA: THE MAKING OF A GLOBAL CITY**

**Course contact hours:** 45

**Recommended credits:** 6 ECTS – 3 US credits

**Objectives**

In this course students study the profound transformations that Barcelona has experienced since the celebration of the first local elections in 1977 to the present day. From a closed, grey city, Barcelona reinvented itself as the world-class metropolis it is today thanks to a combination of public and private initiatives.

This course looks at how policies of international projection, the hosting of major events and congresses and the creation of a universal brand were used to develop infrastructure and renew the city for both international visitors and local inhabitants.

Students see how technology is being applied in different areas to understand the city and its people, and to make further improvements for citizens. This is understood as the result of Barcelona's most recent objective to position itself as innovative and sustainable, a world leader among *Smart Cities*.

**Learning outcomes**

**General:**

- Develop capacities and strategies for independent learning including becoming actively responsible for the learning process, developing the ability to self-assess progress and manage time.
- Enhance teamwork skills by adopting a collaborative methodology to complete tasks, projects and presentations.
- Adapt to working in an international context, understanding the intercultural make-up of the class / group and developing empathy.
- Use different media to support learning, communication and presentation skills.

**Specific:**

- Be able to compare different types of cities by morphology.
- Be able to identify the main elements of neighborhoods and districts.
- Analyze policies and initiatives to improve cities.
- Understand how public institutions and private corporations collaborate to modify the city.
- Learn the applications of specific urban legislation.
- Understand the intersections between ecology, technology and political initiative when applied to Western cities.

### **Programme**

Week 1.- Introduction to the Physical Geography of Barcelona

Week 2.- Barcelona by neighborhood

Week 3.- The End of Francoism and a City to build

Week 4.- The improvements of the 1980s

Week 5.- DEBATE. Tourism and the Postmodern City

Week 6.- DEBATE. Neoliberalism and the City

Week 7.- PRESENTATIONS. The Olympic Games in Barcelona (1992)

Week 8.- PRESENTATIONS. Sprawl or Compact Cities

Week 9.- PRESENTATIONS. Barcelona and the Forum of the Cultures (2004)

Week 10.- PRESENTATIONS. Buses, Taxis and Mass Transport

Week 11.- PRESENTATIONS. Smart Cities in Motion

Week 12.- DEBATE. Social Inclusion in 21<sup>st</sup> Century Cities

Week 13.- FINAL ASSESSMENT

### **Approach**

The professor uses different modern educational techniques and technologies to enable students to succeed in a wide range of fields and methodologies. These include lectures, discussions, exploration, hands on experience, field trips and invited experts. Participation is valued through collaboration, presentations and activities in which students are responsible for researching and interpreting the topics studied and analyzed.

### **Assessment criteria**

25% Mid Term Exam

20% Final Exam

20% Presentation

20% Research Paper

15% Debates and Discussions

## **Bibliography**

Mari Paz Balibrea (auth.). *The Global Cultural Capital: Addressing the Citizen and Producing the City in Barcelona*. Palgrave Macmillan UK. 2017.

Oliver Hochadel, Agustí Nieto-Galan. *Barcelona: An Urban History of Science and Modernity, 1888–1929*. Routledge. 2016.

Antoni Vives. *SMART CITY Barcelona: The Catalan Quest to Improve Future Urban Living*. Sussex Academic Press. 2018.

Francesc Solanellas, Alain Ferrand, Andreu Camps. *Barcelona 92: A Legacy Case Study*. Springer Singapore; Palgrave Pivot. 2020.

Ajuntament de Barcelona. *2016-2025. Barcelona Right to Housing Plan*. Executive Summary. Barcelona, September 2016.

Ajuntament de Barcelona. *Barcelona Tourism for 2020. A Collective Strategy for Sustainable Tourism*. Barcelona, March 2017.

Commission for Ecology, Urban Planning and Mobility. *Let's fill the Streets with Life*. Establishing Superblocks in Barcelona. Barcelona, May 2016.

UN Habitat. *Planned City Extensions: Analysis of Historical Examples*. Nairobi. 2015.

**Study Abroad *Gap Year* Programme**  
**BARCELONA THROUGH ART AND ARCHITECTURE**

**Course contact hours:** 45

**Recommended credits:** 6 ECTS – 3 US credits

**Objectives**

Using Catalonia and in particular Barcelona as a backdrop, this course offers an introduction to the study of art and architecture in a historical perspective, with a clear focus on the rich local heritage. Students study and experience the evolution and transformation of artistic styles focusing on the main movements of Art and Architecture in the world using Barcelona and Catalonia to bring theory to life. This experiential approach equips students with the tools to identify, analyze and fully understand different styles of buildings, monuments, paintings and sculptures.

**Learning outcomes**

**General:**

- Develop capacities and strategies for independent learning including becoming actively responsible for the learning process, developing the ability to self-assess progress and manage time.
- Enhance teamwork skills by adopting a collaborative methodology to complete tasks, projects and presentations.
- Adapt to working in an international context, understanding the intercultural make-up of the class / group and developing empathy.
- Use different media to support learning, communication and presentation skills.

**Specific:**

- Acquire the specific technical vocabulary of each artistic discipline.
- Be able to identify and understand the main artistic styles and movements.
- Be able to understand and interpret the main elements and compositions of artistic works.
- Be capable of critically analyzing Western artistic and architectural styles particularly Modernism, Cubism, and Expressionism.
- Understand the invisible motivations of artists and creators in different eras.
- Establish comparisons with other regions of the world and their own artistic heritage.
- Critically assess the meaning and understanding of the word “art” in different moments of history.

Week 1.- Eras in the World of Art

Week 2.- Architecture: the spatial manifestation of Art

Week 3.- Painting: from a bi-dimensional representation of the World to a fully developed representation of perspective

Week 4.- Sculpture: modeling matter to create new realities

Week 5.- Studying Art and Architecture in the Streets of Barcelona

Week 6.- Form or Function. The never-ending debate

Week 7.- The Evolution of Painting in Europe

Week 8.- The Language of Architecture since Ancient Greece

Week 9.- Sculpture and Representation since Neolithic Times

Week 10. The Function of Art in Human Life

Week 11.- Debating Art and its function in Human Existence

Week 12.- Music as a non-physical form of Art

Week 13.- FINAL ASSESSMENT

### **Approach**

There is a combination of in-class learning activities designed to combine theoretical input, observation and reflection. Classroom activities include lectures, documentaries, presentations, guest speakers and debates. Field trips, guided tours and visits draw on the rich artistic heritage in the city of Barcelona to further engage students and inspire them to continue deciphering the city architecturally and through cultural exhibitions in their free time.

### **Assessment criteria**

25% Mid Term and Final Exam

25% Research Paper and Presentation

25% Class Activities

25% Attendance and Participation

- Berger, John, *Ways of Seeing*, London, Penguin Books, 2008.
- Davies, Colin, *A New History of Modern Architecture*, Laurence King, 2018.
- Dempsey, Amy, *Styles, Schools and Movements: The Essential Encyclopaedic Guide to Modern Art*, London, Thames and Hudson Ltd, 2010.
- Gardner, Helen, *Art through the Ages*, New York, Wadsworth Publishing Co Inc, 1995 (first published in 1926).
- Gombrich, E. H., *The Story of Art*, London. Phaidon Press, 1951.
- Watkin, David, *A History of Western Architecture*, Laurence King Publishing, 2015.

**Study Abroad *Gap Year* Programme**  
**CONTEMPORARY SPAIN: POLITICS AND SOCIETY**

**Course contact hours:** 45

**Recommended credits:** 6 ECTS – 3 US credits

**Objectives**

This course shows how modern-day Spain can be understood by studying the social and political changes that have occurred since 1975 with the transition from Dictatorship to Democracy. Students study the evolution of a new democratic constitution, the devolution of political power and the growth of local, regional and European identities.

Students see how developments in all areas of life are the result and cause of deep social changes that helped transform a narrow-minded nation into a modern and dynamic society in constant change.

**Learning outcomes**

**General:**

- Develop capacities and strategies for independent learning including becoming actively responsible for the learning process, developing the ability to self-assess progress and manage time.
- Enhance teamwork skills by adopting a collaborative methodology to complete tasks, projects and presentations.
- Adapt to working in an international context, understanding the intercultural make-up of the class / group and developing empathy.
- Use different media to support their learning, communication and presentation skills.

**Specific:**

- Be able to analyze the vocabulary and wording of Spanish politics.
- Display a critical view of Spanish politics and of the key players (leaders, political parties and institutions) that have shaped contemporary politics.
- Make informed and critical judgements about the nature and dynamics of Franco's regime and the role it continues to play in contemporary political developments.
- Identify and evaluate the strengths and weaknesses of post-Francoist democracy and its current developments.
- Display a critical awareness of the central political problems and major tensions and conflicts that have shaped the contemporary Spanish political arena.
- Display critical awareness of the problems and possibilities of cultural diversity within the European Union.

**Programme**

Week 1.- Introduction to Spanish Political and Social Vocabulary

Week 2.- Spain: Political Institutions

Week 3.- Spain: Who is who in the Political Arena

Week 4.- Political Parties and Ideologies

Week 5.- Spain in the European Union

Week 6.- Nationalism(s) in Spain

Week 7.- Spanish Issues: Immigration and the rise of Extremism

Week 8.- Spanish Issues: Structural Unemployment and Brain Drain

Week 9.- Spanish Issues: Gay Marriage, Abortion, Domestic Violence and the transformation of the Spanish Family

Week 10.- Spanish Issues: the rise of Populism(s)

Week 11.- Spanish Issues: Inequality and Social Rights

Week 12.- Prospects for Spain

Week 13.- FINAL ASSESSMENT

### **Approach**

The professor uses different modern educational techniques and technologies to enable students to succeed in a wide range of fields and methodologies. These include lectures, discussions, exploration, hands on experience, field trips and invited experts. Participation is valued through collaboration, presentations and activities in which students are responsible for researching and interpreting the topics studied and analyzed.

### **Assessment criteria**

25% Mid Term Exam

20% Final Exam

20% Presentation

20% Research Paper

15% Debates and Discussions

### **Bibliography**

Maria Elena Cavallaro, Kostis Kornetis. *Rethinking Democratisation in Spain, Greece and Portugal*. Springer International Publishing; Palgrave Macmillan. 2019.

William Chislett, *Spain. What everyone needs to know*, Oxford, Oxford University Press, 2013.

Paul Preston. *A People Betrayed: A History of Corruption, Political Incompetence and Social Division in Modern Spain 1874-2018*. Liveright. 2020.

Paul Preston, *The Triumph of Democracy in Spain*. London, Methuen, 1986.

Paul Heywood, *The government and politics of Spain*, London, Macmillan, 1995

Jason Webster. *Violencia: A New History of Spain: Past, Present and the Future of the West*. Little, Brown Book Group. 2019.

**Study Abroad *Gap Year* Programme**  
**DEVELOPING INTERCULTURAL INTELLIGENCE**

**Course contact hours:** 45

**Recommended credits:** 6 ECTS – 3 US credits

**Objectives**

This course offers undergraduate students a broad introduction to the study of interculturality in an increasingly globalized world. As multinationals, governments, media groups and sports teams to name just a few examples, aim to learn from and manage cultural diversity in their daily contexts, students wishing to become global citizens also need to develop intercultural competences to enable them to think, act and communicate with people from different cultural backgrounds.

This course explores the concept of self and otherness to lead students to an understanding of how they can capitalize on working in diverse and inclusive teams. By the end of the course, students will be self-aware, confident and competent team players, equipped with skills to help them get ahead in their chosen international careers in any professional field.

**Learning objectives**

**General:**

- Develop capacities and strategies for independent learning including becoming actively responsible for the learning process, developing the ability to self-assess progress and manage time.
- Enhance teamwork skills by adopting a collaborative methodology to complete tasks, projects and presentations.
- Adapt to working in an international context, understanding the intercultural make-up of the class / group and developing empathy.
- Use different media to support learning, communication and presentation skills.

**Specific:**

- Be familiar with the most relevant theories of intercultural intelligence.
- Be able to apply the principles of intercultural intelligence in different contexts.
- Recognize and critique the hidden biases of human statements in a globalized world.
- Promote critical dialogue and respect for diversity.
- Develop strategies and skills for intercultural communication

### Programme

- Week 1.- A Basic Toolbox for Interculturality
- Week 2.- Dimensions of Culture
- Week 3.- Globalization and Ethnocentrism
- Week 4.- Belief Systems and understanding the Other
- Week 5.- Models of Cultural Difference (Hofstede)
- Week 6.- DeBono's 6 Thinking Hats
- Week 7.- Communication Skills
- Week 8.- Leadership in the Age of Globalization
- Week 9.- Popular Culture in the Age of Consumption
- Week 10.- Markets, Bias and Otherness
- Week 11.- Mainstream and Rising Cultures
- Week 12.- Discrimination(s) in the 21st century
- Week 13.- FINAL ASSESSMENT

### Approach

This course combines theory and educational techniques and technologies with the knowledge and skills of professors, experts and students in a unique multicultural context. The programme includes lectures, discussions, field trips, practical awareness-raising activities, self-reflection and group projects. Participation is valued through collaboration, presentations and activities in which students work together in multicultural teams.

### Assessment criteria

- 25% Mid Term Exam
- 20% Final Exam
- 20% Presentation
- 20% Research Paper
- 15% Debates and Discussions

### Bibliography

- Beer, L. A. (2012). *Essential Concepts of Cross-Cultural Management : Building on What We All Share* (Vol. 1st ed).
- Dines, Gail and Jean M. Humez (Eds.) (2011) *Gender, Race, and Class in Media: A Critical Reader*. Thousand Oaks, CA: Sage Publications. Third Edition.
- Ken Gelder (Ed.) (2005) *The Subcultures Reader*. New York: Routledge.
- Susan M. Shaw and Janet Lee (Eds.) (2015) *Women's Voices, Feminist Visions: Classic and Contemporary Readings*. New York: McGraw Hill Education
- Maurianne Adams, et. al. (Eds.) (2013) *Readings for Diversity and Social Justice*. New York: Routledge
- Tjosvold, D., & Leung, K. (2016). *Cross-Cultural Management: Foundations and Future*. London: Routledge

**Study Abroad Gap Year Programme**  
**SPAIN THROUGH CINEMA:**

**Course contact hours:** 45

**Recommended credits:** 6 ECTS – 3 US credits

**Objectives**

This course covers two main topics: Spanish Cinema and the transformation of Spanish society during the 20<sup>th</sup> and 21<sup>st</sup> centuries. Students study the change in the Spanish film industry as it moved from an *auteur* tradition to an industry-oriented sector. While studying this artistic metamorphosis, students see how films provided visual representations of the transformation of Spain from a conservative, insular society to the Spain we see today.

Using classical movies made in Spain by well-known directors such as Luis Buñuel or Luis García Berlanga, students have the opportunity to see how Spain was and how locals and those who lived in exile depicted it. More recent filmmakers like Pedro Almodóvar and Alejandro Amenábar are used to illustrate how both the Spanish movie industry and the views of Spain and its people have changed.

**Learning outcomes**

**General:**

- Develop capacities and strategies for independent learning including becoming actively responsible for the learning process, developing the ability to self-assess progress and manage time.
- Enhance teamwork skills by adopting a collaborative methodology to complete tasks, projects and presentations.
- Adapt to working in an international context, understanding the intercultural make-up of the class / group and developing empathy.
- Use different media to support their learning, communication and presentation skills.

**Specific:**

- Be able to identify genres and main topics in Spanish movies.
- Distinguish the different approaches used by directors and writers to depict or denounce Spanish issues.
- Interpret the main aesthetic elements of a movie or documentary.
- Be able to write a solid analysis of a movie within its cultural and historical context.
- Criticize how art, in particular the cinema, depicts realities and tries to influence the views and opinions of the audience.

## **Contents**

Week 1.- A Basic Introduction to the History of Spanish Cinema, 1890-1970s

Week 2.- A Basic Introduction to the Spanish 20<sup>th</sup> century

Week 3.- Cinema under Francoism: the exile

Week 4.- Cinema under Francoism: the National View

Week 5.- DEBATE. Censorship and Propaganda

Week 6.- DEBATE. Cinema: Industry or Art, (or Both)

Week 7.- PRESENTATIONS. Gender in Pedro Almodóvar's movies

Week 8.- PRESENTATIONS. The Modernization of the Spanish Taste in Alejandro Amenábar's movies

Week 9.- PRESENTATIONS. Social Critique in the Movies of Luis García Berlanga

Week 10.- PRESENTATIONS. New Sexualities and Relationships in the movies of Julio Médem

Week 11.- PRESENTATIONS. Spain goes to Hollywood. J. A. Bayona

Week 12.- DEBATE. Is cinema a good tool to depict reality?

Week 13.- FINAL ASSESSMENT

## **Teaching methodology**

During the semester the professor uses modern educational techniques and technologies to enable students to succeed in a wide range of fields and methodologies. These include lectures, discussions, exploration, hands on experience, field trips and invited experts. Participation is valued through collaboration, presentations and activities in which students are responsible for researching and interpreting the topics studied and analyzed.

## **Assessment criteria**

25% Mid Term Exam

20% Final Exam

20% Presentation

20% Research Paper

15% Debates and Discussions

### Bibliography

- BARTON, Simon, *A History of Spain*, Palgrave MacMillan, 2009.
- CHAPMAN, Charles, *A History of Spain: Founded on the Historia de España y de la Civilización Española of Rafael Altamira*, Forgotten Books, 2012.
- CHISLETT, William, *Spain. What Everyone Needs to Know*, Oxford University Press, 2013.
- DELGADO, Maria M., *Spanish Cinema 1973-2010*, Manchester UP, 2014.
- FAULKNER, Sally, *A History of Spanish Film*, Bloomsbury Academic, 2013.
- GUNTHER, Richard, *The Politics of Spain*, Cambridge University Press, 2009.
- HOOPER, John, *The New Spaniards*, Penguin, 2006.
- JORDAN, Barry, *Spanish Culture and Society*, Hodder Education, 2002.
- LABANYI, Jo, *Constructing Identity in Contemporary Spain*, Oxford UP, 2002. *A Companion to Spanish Cinema*, Wiley-Blackwell, 2015.
- MCKENDRICK, Melveena, *Spain: a History*, New York City, 2016.
- ORTI, Pilar, *The A to Z of Spanish Culture*, lulu.com, 2012.
- PAYNE, Stanley G., *Spain, A Unique History*, University of Wisconsin, 2011.
- PHILIPS, William D. & PHILIPS, Carla Rahn, *A Concise History of Spain*, Cambridge, 2010.
- PLATT PARMELE, Mary, *A Short History of Spain*, Enhanced Media Publishing, 2016.
- REQUEJO, Ferran, *Multinational Federalism and Value Pluralism: The Spanish Case*, Routledge, 2005.
- RODGERS, Eamonn, *Encyclopedia of Contemporary Spanish Culture*, Routledge, 2001.
- SMITH, Paul Julian, *Contemporary Spanish Culture*, Polity Press, 2002. *Spanish Visual Culture*, Manchester University Press, 2006
- STONE, Rob, *Spanish Cinema*, Routledge, 2001.
- TATLOCK, R.R., *Spanish Art*, Read Books, 2011.
- TREMLETT, GILES, *Ghosts of Spain*, Faber & Faber, 2007.

**Study Abroad *Gap Year* Programme**  
**ACADEMIC SKILLS**

**Course contact hours:** 45

**Recommended credits:** 6 ECTS – 3 US credits

**Objectives**

This course equips students with the skills and tools required for undergraduate studies and academic research. Students become familiar with scientific and academic language and practice, gain an understanding of the functioning, grounding of academic disciplines, and explore the ethical limits of different disciplines. Different approaches to research are covered, from the analytical to the critical.

Students are encouraged to practise core skills such as academic writing, presentations, project planning and time management while developing more complex skills, such as critical thinking, reflective practice analysis and assessment.

The course aims to enable students to excel academically, creatively and personally during their undergraduate years.

**Learning Outcomes**

**General:**

- Develop capacities and strategies for independent learning including becoming actively responsible for the learning process, developing the ability to self-assess progress and manage time.
- Enhance teamwork skills by adopting a collaborative methodology to complete tasks, projects and presentations.
- Understand the requirements and structure of academic programmes.
- Adapt to working in an international context, understanding the intercultural make-up of the class / group and developing empathy.
- Critically evaluate the skills and approaches required in different contexts.
- Use different media to support learning, communication and presentation skills.
- Incorporate feedback and assessment from professors and peers to enhance learning.

**Specific:**

- Understand the role of Higher Education and its function within society.
- See Higher Education as part of continuous professional and personal development.
- Find and develop learning strategies to maximize performance.
- Be familiar with current digital platforms and their value for students.
- Be able to conduct different types of academic analysis.
- Apply different analytical and synthetic methods in different fields of study.
- Be prepared to apply qualitative and quantitative data collection methods.
- Reflect on learning experiences and styles and be able to adapt to different situations.
- Develop and plan different stages of a research project.

### **Programme**

Week 1.- Higher Education and You

Week 2.- The European Context

Week 3.- What to expect at University: teaching and learning

Week 4.- Digital tools for Higher Education

Week 5.- Enquiry, research and interpretation

Week 6.- The planning process, project and time management

Week 7.- Research Methods

Week 8.- Written communication

Week 9.- Oral communication

Week 10.- Review and reflection

Week 11.- Assessment and feedback

Week 12.- Presentation

Week 13.- Final assessment

### **Approach**

The course is built around the skills and knowledge required for success in Higher Education. Lectures, classroom discussions, experimentation and practical tasks are used in a model that values student partnership, enquiry and promotes collaboration. Throughout the course, students apply the theoretical input to a variety of projects to be presented and evaluated. Students demonstrate their understanding of academic skills and that they can apply them in their chosen field of study through presentations, papers, assessment and analysis.

### **Assessment criteria**

25% Continuous assessment

25% Presentations

25% Research Paper

25% Participation and class activities

### **Bibliography**

VVAA, (2016) Student Development in College: Theory, Research and Practice, San Francisco, Jossey-Bass.

Arthur, Nancy (2004), Counseling International Students: Clients from around the World, London, Routledge.

Richek, Margaret Ann (2010), The World of Words: Vocabulary for College Students, Hampshire, Wadsworth Publishing.

Turabian, Kate (2007), A Manual for Research Papers, Theses, and Dissertations, Chicago, University of Chicago Press, (7th Edition)

**Study Abroad *Gap Year* Programme**

**INTRODUCTION TO CATALAN LANGUAGE**

**Course for Beginners at A1 level of the CEFR**

**OBJECTIVES**

On completing this course, the student should be able to:

- Give simple personal details about themselves such as where they live, who they know and what they have.
- Express basic needs; ask for and give specific information using common, everyday expressions and very simple phrases.
- Understand short texts, expressed in simple language, directed at the general public. Identify the central topic of longer messages and extract the main relevant points.
- Write a short, simple composition and fill in forms with personal details.

**REQUIREMENTS**

No previous knowledge of Catalan language is required.

**METHODOLOGY**

Our teachers use a communicative approach to language teaching. Communication activities designed to develop listening and speaking skills will form a major part of the course. Our aim is to encourage students to develop learning strategies that will help them to study the language independently. Catalan is the classroom language, although our teachers may use translation at times.

The regular attendance of the student will be expected. An 80% attendance rate is necessary in order to take the final exam. Students are expected to contribute to class activities, taking the opportunity to speak Catalan at all times. Participating in class will often involve having completed homework activities in advance. Students should keep up-to-date with their homework, especially where the homework task leads to a classroom activity in a subsequent lesson. Homework is part of the student's continuous assessment.



### **CULTURAL CONTENT**

On a daily basis, our professors provide students with social and cultural information in order to make their stay more rewarding (social rules, schedules, basic services in their neighborhood etc.). This system enhances the student's language and cultural experience offering a complete immersion context.

The following specific topics are covered at this level:

- Tourist and cultural interest of Catalonia.
- Leisure activities of the Catalan people.
- Typical food in Catalonia.
- Catalan cities: a good place to live.

### **EVALUATION SYSTEM**

Our evaluation system takes into account the student's progress throughout the course and their achievement of the course objectives. This involves continuous assessment (50%) and a final exam (50%).

Exams are used to demonstrate learning. The student must achieve a minimum of 50% of the total score for each skill and an overall total of 50% to pass the course.

### **MATERIAL**

#### **Textbook**

*A punt 1. Curs de català.* Publicacions de l'Abadia de Montserrat.

#### **Grammar resources**

- *Gramàtica pràctica del català*, Teide.
- [www.parla.cat](http://www.parla.cat)
- <http://www.enciclopedia.cat/obra/diccionaris/conjugador-catala>

**Study Abroad Gap Year Programme**

**SPANISH LANGUAGE 45 HOUR COURSE**

**Level system**

The classes are organised into the following levels based on the Common European Framework of Reference for Languages (CEFR):

<i>Common European Framework of Reference for Languages</i>	<b>UAB Idiomes Barcelona Spanish Language courses</b>
<i>Levels</i>	<b>Courses</b>
<i>A1 (Breakthrough)</i>	Beginner
<i>A2 (Waystage)</i>	Elementary
<i>B1 (Threshold)</i>	Low intermediate Intermediate
<i>B2 (Vantage)</i>	Upper intermediate Advanced

**METHODOLOGY**

Our teachers use a communicative approach to language teaching. Communication activities adapted to each level and designed to develop listening and speaking skills will form a major part of the course. Our aim is to encourage students to develop learning strategies that will help them to study the language independently.

**WHAT TO EXPECT IN THE CLASSROOM**

- Spanish is the classroom language, although teachers may use translation at times.
- Teachers will ensure a balance of class activities to practise the four skills: speaking, listening, writing and reading.
- Teachers will set and evaluate homework, and provide feedback on it.
- At the beginning of each course you will be given an opportunity to talk about what you want / need / expect from the class. This information helps with the selection of appropriate materials and activities for the unit topic and student’s individual or class needs.
- Students are expected to contribute to class activities, taking the opportunity to **speak Spanish at all times.**

Our evaluation system takes into account your progress throughout the course and achievement of the course objectives. This involves continuous assessment (50%) and a final exam (50%).

<b><i>Continuous assessment 50%</i></b>	<b><i>Final exam 50 %</i></b>
Writing: 10% Speaking: 10% Reading: 10% Listening: 10% Progress and Participation: 10%	Writing: 20% Speaking: 20% Use of language 10%

**Feedback Session**

During the course a mid-term partial assessment will be taken and students receive individual feedback on progress so far and advice on skills to be improved